Homework Debrief

How to Teach: Instructional Strategies

Instruction

Success!

Greater
Confidence

More
Competence

Confidence

Competence

Instruction

Learner
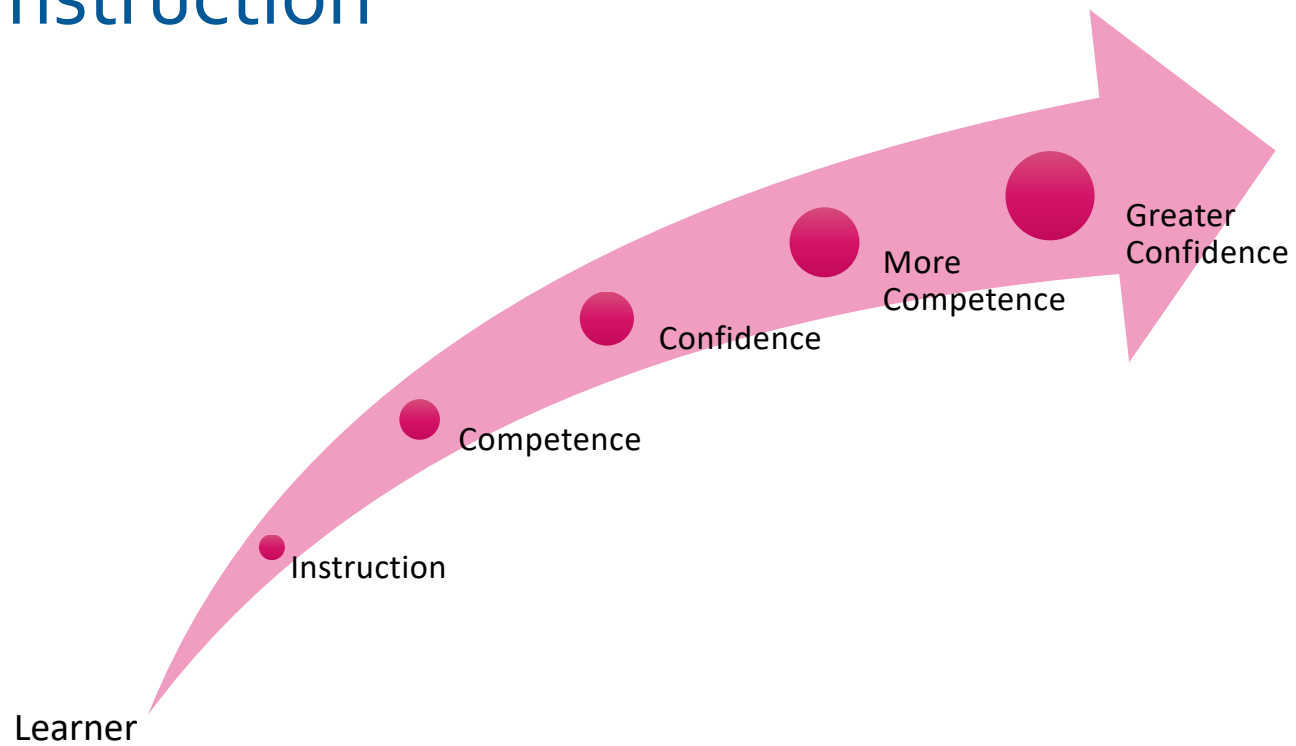
Basic Instructional Strategies – Cognitive

- The outcome of a cognitive objective is knowledge
  - Reading
  - Math
  - Matching (colors, objects, etc.)
- The most typical method for teaching is presentation – recitation
  - Flash cards
  - Pictures
  - Which of these things doesn't belong? (Sesa
  - Pneumonic devices
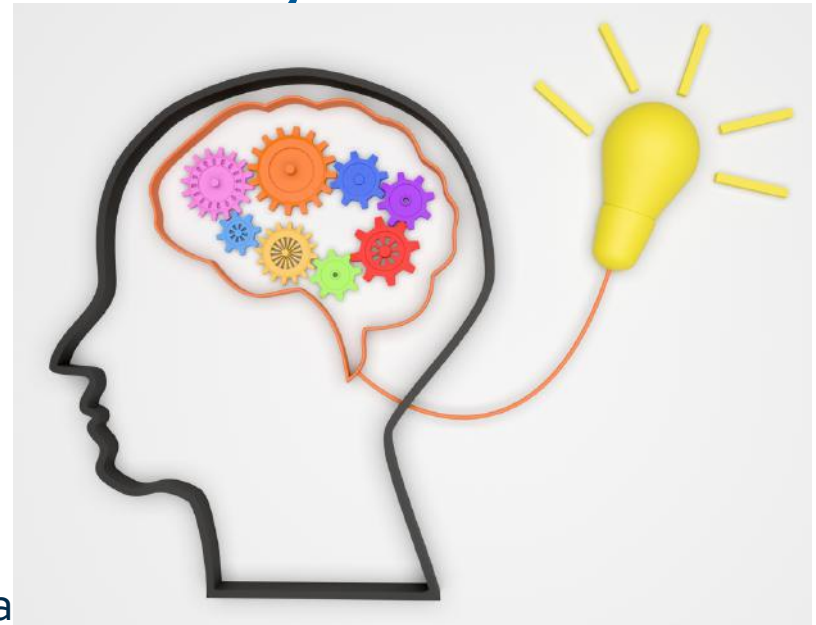
Psycho-motor

The outcome of a psycho-motor objective is skill or simply, knowing how to DO something.

- Putting something together
- Operating some type of equipment
- Preparing a meal or something to eat
- Performing a physical task

Psycho-motor

Tools for teaching psycho-motor objectives include:

- Task analysis
  - Written
  - Pictorial
  - Video
- Demonstration
- Hand over hand instruction
- Try Another Way

Psycho-motor Progression

Explain the Task → Perform the Task → Practice with Assistance → Practice without Assistance → **HABIT**

Psycho-motor

Habit

- When someone is learning something new, they will:
  - Move slower (time delay will be greater)
  - Engage more than one of their senses, typically their eyes
  - Often seek out the eyes of the instructor for approval

- When someone achieves habit, they will:
  - Move their hands without needing to look at the object (typing)
  - Perform the task without the need for external reinforcement/feedback
  - Increase their speed and fluency
  - Eliminate all unnecessary movements

KEEP CALM AND PRACTICE

Affective-Cognitive

- The outcome of an Affective-Cognitive objective is behavior
  - Values like dependable, punctual, etc.
  - These are the hardest to teach
  - There must be total agreement between the learner and instructor on
    - Definition
    - What the outcome should look like

- Teaching strategies for Affective-Cognitiv
  - Checklists
    - Dos
    - Don'ts

Name the Type of Objective

1. Jim will learn how to reload copy paper.
2. Mary will learn the names of her co-workers.
3. John will show up on time.
4. Jenny will learn how to use the elevator at work.
5. Bill will learn how to load the dishwasher.
6. Mark will learn which floors departments are on.

Systematic Instruction

- Provide Assistance
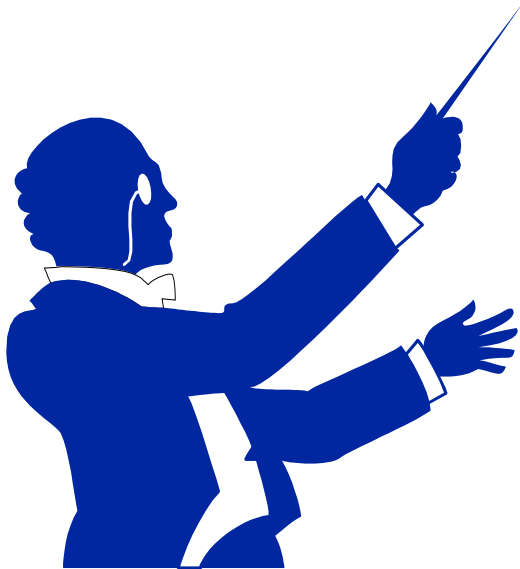- Identify Natural Cues
- Add New Information

Systematic Instruction

- Hard Boundaries
  - Rules, procedures, policies, etc.
- Soft Boundaries
  - Unwritten rules
- Cultural Bias
  - i.e. environmentally friendly
  - Other cultural considerations
- Plan Ahead Thinking (or Plan B)
- Time Delay
- Motivation and Skills

Task Analysis

Breaking an activity into teachable components.

Completing a Task Analysis

- ✓ **OBSERVE** the activity in its natural/typical setting
- ✓ **OBTAIN** a previously written task analysis
- ✓ **LIST** materials, equipment, tools, etc.
- ✓ **OBSERVE** a <u>qualified</u> person performing the activity
- ✓ **PERFORM** the activity <u>yourself</u>
- ✓ **LIST** the steps in a logical sequence
- ✓ **IDENTIFY** the natural cues for each step

How to Teach: Prompting

Prompting

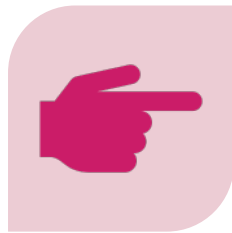✓ Facilitate learning, support independence
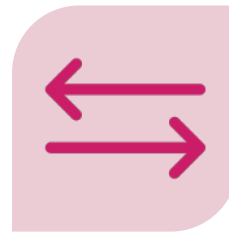
✗ Inhibit learning, create overdependence

Types of Prompts
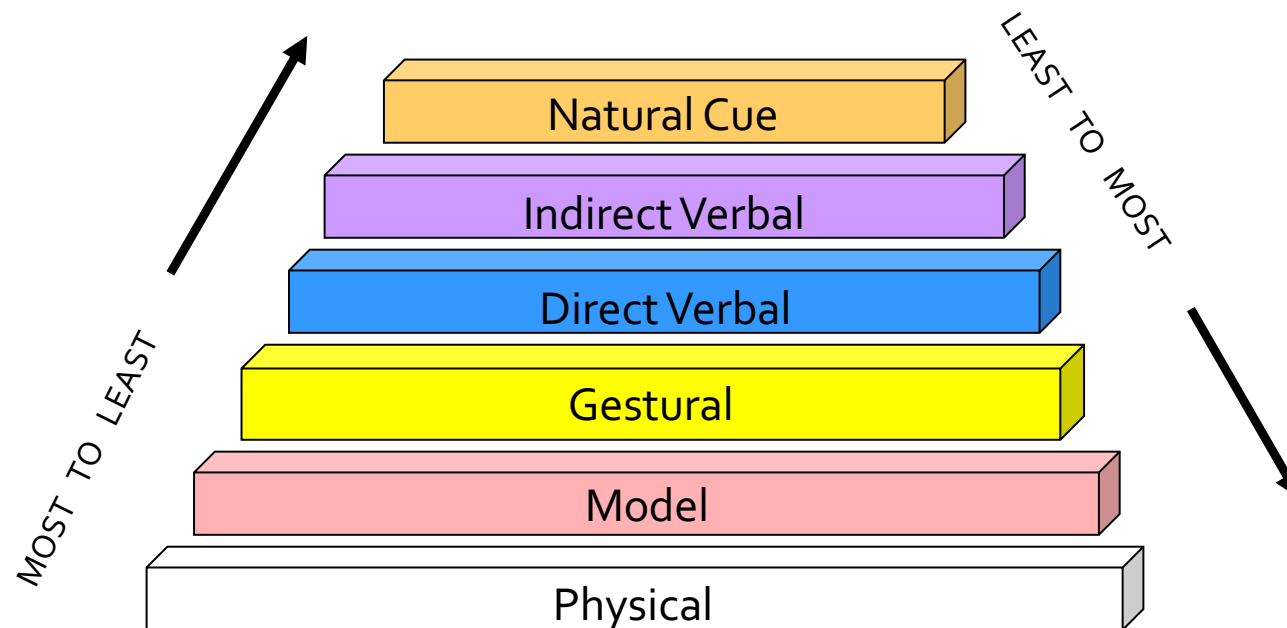
VERBAL   GESTURAL   MODEL   PHYSICAL

Prompting Hierarchy

Natural Cue

Indirect Verbal

Direct Verbal

Gestural

Model

Physical

MOST TO LEAST

LEAST TO MOST

Using the Hierarchy

Begin with least intrusive prompt

Wait 3-5 seconds (Intervene before error occurs!)

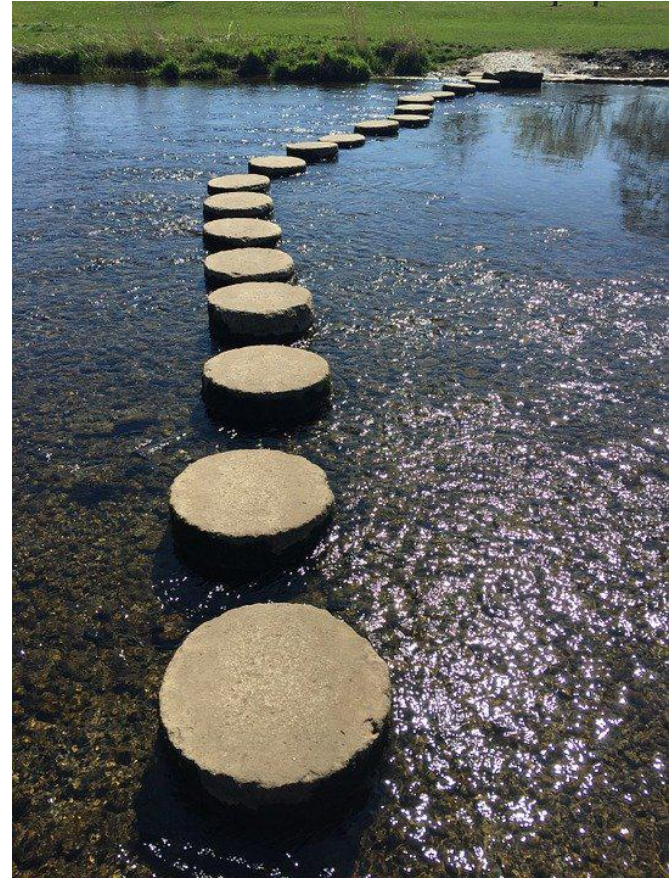Go to next prompt only if step not performed

Wait 3-5 seconds

Continue process as necessary

In a nod to Run DMC…

Only Provide One Prompt At A Time!!

Fading Prompts

- Fading correctly is equally critical component

- Goal is to "back-out" of the prompting hierarchy

- Start working on fading as soon as correct prompt level has been determined

- Avoid Prompt Dependence!

Instructional Assists

- Permanent product to provide prompt
    - Checklists, photos, written/visual schedules, etc.

- Use if task not mastered despite correct prompting & teaching strategies

- What might be a possible instructional assist for Andy?

Practicing Prompting

Starring: Bob & Glenda

Instruction
Demonstrate

Instruction
Practice

How to Teach:

"Not My Favorite"

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Reinforcement

- Purpose: Increase recurrence of desired behavior

- If behavior doesn't increase or recur… it wasn't reinforcing!!

Prompting vs. Reinforcing

- Prompts used to assist with skills acquisition

- Reinforcement used for motivation

- If performance issue exists:
  - Determine if issue is skills or motivation based
    - Does the person know how to perform the task?
  - Determine appropriate teaching strategy

Natural Reinforcers & Motivation

Natural features of an environment that promote desire, initiative, cooperation & other desired behaviors

Work must be intrinsically reinforcing!

How Do You "Motivate" Yourself??

- Tasks you don't love

- Bad morning, bad day, bad phone call… what do you do??

- Strategies you employ

- Ways you design your days & weeks

- How could we incorporate this into the CES Plan?

7 Categories of Choice (Fredda Brown)

Between tasks (filing or email)

Within (plan holiday party- find location or make flyer

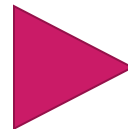Where (create flyer: at desk or in conference room)

Person(s) (with whom)

When (return calls- before or after lunch)

Rejection (say no… or not today)

Termination (filing for 15 min or 30 min, etc.)

Goal:
Maximize opportunities for choice & control within parameters of work place

Premack Principle

- Less desirable tasks are more likely to get done if they are followed by desirable ones

- First/then

- THIS APPLIES TO ALL OF US!!

Other Strategies (Temporary)

- More frequent breaks

- Shorter duration of less preferred task

- Must be built into and supported by natural <u>work</u> environment

Skill or Motivation Issue?

Brenda works as an administrative assistant for a local doctor's office. She loves the majority of her job but really does not like to do the filing. When it's time to file, she'll file about ¼ of the files from the box with no problem, and then go talk to one of her coworkers. Often she leaves the rest of the files sitting in the box for the rest of the day. The file pile is growing, and her coworkers are raising some concerns.

Skill or Motivation Issue?

- Luis is responsible for stocking the Supply Room Inventory. He often finishes stocking a product & then stops, not recalling what to do next. His coworkers see him "just standing around" in the supply room and are voicing concerns.

- Possible Solutions?
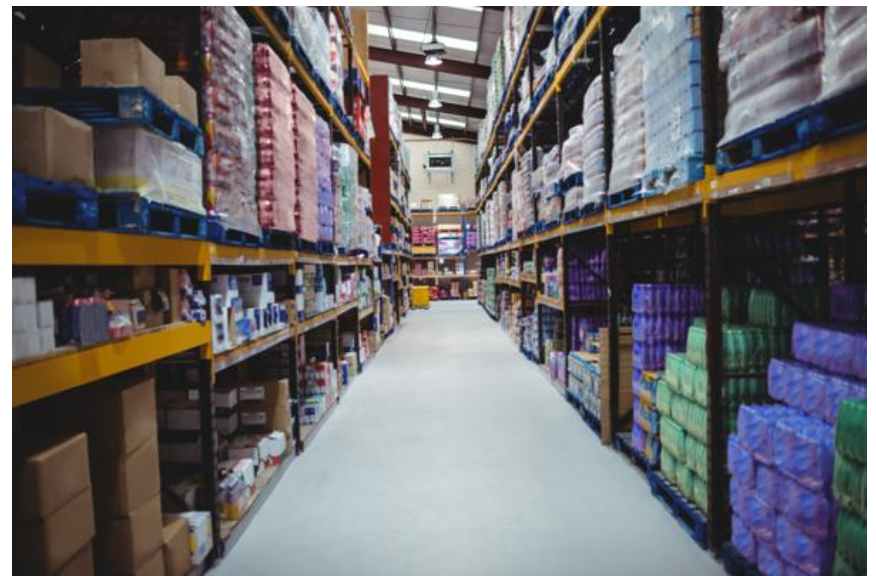
Silence is Golden

No News is **GOOD** **NEWS**

- No feedback (verbal or otherwise) for steps performed correctly

- Challenging but critically important!!

- Not being cold or unkind… only way to support independence

- If use R+ must intentionally & systematically fade

Practicing (Not) Reinforcing

Bob & Glenda Return!

Instruction
Verbal

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Instruction
Error Correction

Technology & Environmental Supports/Instructional Assists

- Show Me QR

- ChoiceWorks

- Visual schedules/checklists
  - Premack's Principle: follow non-preferred task with preferred tasks

What to Do if Training Strategies Aren't Enough

- Adapt or Modify Task
  - Visual or written cues
  - Photographs

- Negotiate Changes

- Negotiate Partial Assistance

Hooray!

Questions??? Comments???

THANK-YOU!!!